

Ducklings Pre-School

VC Primary School, Weasenham Road, Great Massingham, KING'S LYNN,
Norfolk PE32 2EY



Inspection date	23 November 2018
Previous inspection date	10 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager work very well together to lead the small team of staff. They have implemented a range of effective policies and procedures, which underpins the good management of the pre-school.
- Parents are very pleased with the support and guidance they receive from staff. They say that the pre-school offers their children a friendly, family environment.
- The pre-school provides excellent support for children with special educational needs and/or disabilities (SEND). The manager has an in-depth understanding of each child's needs. She works well with staff to offer all children nurturing yet challenging learning experiences.
- Staff plan exciting activities that motivate children to learn. For example, they extend their love of a favourite story by learning how to cook 'Gruffalo crumble'.
- Children make good progress from their individual starting points and learn many skills to help them be ready to start school.
- Children quickly develop secure attachments with staff. They receive lots of reassurance, care and cuddles when needed.
- The provider and manager are able to evaluate the quality of the pre-school accurately. They obtain parents' views to help them identify ways to continue to raise standards and outcomes for children.
- Sometimes, staff do not give children sufficient time to solve their own problems and use their reasoning skills.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make the most of opportunities to extend fully children's abilities to reason and solve their own problems
- enhance the arrangements for staff supervision to identify ways to raise the quality of teaching even further.

Inspection activities

- The inspector viewed activities indoors and outside. She assessed the impact of activities on children's learning and development.
- The inspector accompanied the children and staff on a walk to the local church. She spoke to children to obtain their views of the pre-school.
- The inspector spoke to parents and viewed their written feedback.
- The inspector met with the nominated individual and the manager, and she spoke to all staff present at appropriate times. The inspector jointly evaluated the success of an activity with the manager.
- The inspector viewed a range of documentation, including children's learning records and the safeguarding policy.

Inspector

Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider checks that the premises are suitable and comfortable for children to play and learn. Staff work with parents to assess what their children can do when they start attending the pre-school. Staff use this information to monitor children's progress and consider if they need additional support. Staff work very well with other professionals to ensure that they have a deep understanding of each child's needs. The well-qualified manager carefully considers how to use additional funding to enrich children's learning and help any gaps in their development to close. She keeps detailed records to show how additional funding is spent and the impact it has on each child's learning. Training is well focused. For example, staff talk about how much they have learned from attending training on supporting children with autism spectrum disorder.

Quality of teaching, learning and assessment is good

Children enjoy an exciting and varied curriculum. They have a wide range of opportunities to learn, play and explore. Staff plan lots of activities to help children to learn through hands-on experiences, such as play with paint, shaving foam and exploring the mud outside. Staff are enthusiastic and clearly enjoy working with children. For instance, children are enthralled as staff read them the story of the 'Gruffalo'. They listen carefully and join in with the story as staff use different voices for each character. Staff extend this further, for instance, as they introduce the children to puppets for each character in the story. Children develop their early writing skills. They enjoy drawing and making marks with chalk. Staff help children to count as they play and read stories.

Personal development, behaviour and welfare are good

Children have lots of opportunities to take responsibility. For instance, they offer to wash the tables for snack times and do this with confidence. Even the youngest children show good levels of independence, for example, as they collect their china bowl and glass at snack time. They pour their milk confidently, and help themselves to toast and fruit. Staff help children to learn about their local area and take part in traditions. For instance, they enjoy walking to the local church to practise a song for their Christmas performance. Staff consider how to make this enjoyable for children, for example, as they add a modern twist to a traditional song. Children have lots of opportunities for physical exercise. They have access to a large outdoor area where they jump from tyre to tyre, and steer the bicycles and ride-on diggers.

Outcomes for children are good

Children behave well and enjoy their time at pre-school. Children with SEND are consistently encouraged to develop coordination and control in their movements, and are encouraged to do lots of things for themselves. Younger children show good levels of concentration and take part well in activities with their friends. Older children are keen learners and are developing their awareness of letters and numbers.

Setting details

Unique reference number	EY268556
Local authority	Norfolk
Inspection number	10069612
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	24
Name of registered person	Ducklings Pre-School Committee
Registered person unique reference number	RP521620
Date of previous inspection	10 July 2014
Telephone number	07807 185746

Ducklings Pre-School registered in 2003 and is located in King's Lynn, Norfolk. The pre-school opens on Monday from 9am until midday, and Tuesday to Friday from 9am until 3pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are three members of staff working directly with the children. The manager holds early years professional status, and the other two members of staff are qualified at levels 2 and 3.

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